

# The History Teacher's Magazine

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Number 10.

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## The Use of the Text Book

BY GEORGE CLARKE SELLERY, PROFESSOR OF EUROPEAN HISTORY, UNIVERSITY OF WISCONSIN.

You have doubtless met, some time or other, men who have declared that the only text-book problem was the problem of getting a good one. If you could only get a good one, they said, all you would have to do would be to see that the pupils learned it. I met one of these men last Summer—a teacher from a neighboring State—who put the argument very neatly. "The author of the text-book," he said, "knows more about his subject than I do, and he has presented it in his book in a way which will enable it to produce its best effect, and it would be folly for me to intervene between the book and the pupil and mar that effect." I need hardly say that I conceive the teacher's part in the use of the text-book to be somewhat more exalted.

Whether the text-book is satisfactory or not, there are several outstanding difficulties in its use which I wish to remind you of, and also some suggestions as to the ways in which they have been met.

The most elementary problem, which is at the same time a fundamental one, is that of language. A history teacher, experience proves, dare not assume that his pupils know the English language well enough to get the ideas the author wishes to convey, and it is therefore his first duty to see that they understand the language of the text-book. This, some one may object, is not history, but English. True; but every teacher has to give instruction in English, as far as his subject requires it, and the more coöperation there is in the teaching of the language the better. If the pupils do not get the author's meaning, they can not learn the history which his words present.

It is not possible to catalogue all the linguistic pitfalls which beset the path of the average high-school pupil, but there are several sorts against which every skilled teacher should be forewarned. There is, first, the unusual word which the writer has had to use, or at any rate has used in order to convey his meaning; secondly, the common word which he employs in a special sense; thirdly, the figure of speech; fourthly, the allusion, literary or historical; fifthly, the sentence whose exact meaning turns upon certain qualifying words. The pupil is naturally prone to take the obvious meaning, to guess at a hard word or allow his eye to read it as a "soft" word, to slide over the qualifying words in the closely-woven sentence; in short, to miss the meaning without knowing that he has missed it. Every one here present can probably recall cases like that of the pupil who read in the text that after the death of Gustavus Adolphus the war was carried on by generals trained in his school, and then stated in class that Gustavus Adolphus had founded a school for generals!

These linguistic difficulties must, as far as possible, be foreseen by the teacher, who should ask the pupils to look up such and such words in the dictionary, to give special attention to the context here or there, to read over this or that sentence very carefully and decide what are the words which determine the exact meaning of the sentence. If the pupils can solve the difficulty for themselves when their attention has been drawn to it, they will reap the benefits of their

labors; if it turns out that they cannot solve it, they will at least be in a position to value the teacher's solution.

Close attention to the linguistic difficulties is especially needful in the earlier years of the course. As time passes, and the pupils get a better grasp on the historical vocabulary, the number of linguistic questions will decline, although the teacher ought never to relax his vigilant scrutiny of the language of the text.

A second problem, which is partly linguistic, but more largely historical, is that concerned with the meanings of such comprehensive words as society, sovereignty, civilization, spiritual, secular, national. What a host of ideas march through the mind of the educated man when he thinks of the word *civilization*—the goal of humanity throughout the ages! All these words can be held and used vaguely, and usually are so employed, but as the high-school pupil progresses in his history course he should steadily gain an increasingly rich content for them. The teacher should strive to increase the store of ideas which these words represent, and in every possible way should lead his pupils consciously to take stock of them. If the teacher does not make this one of his aims, his pupils will suffer grievous loss.\*

Among the problems which may be called purely historical, I should say that the first in order of importance is to have the pupils secure a reasonably accurate grasp of the meaning of the generalizations in the text-book. They find it relatively easy and even attractive to learn and remember isolated simple facts, such as the names of rulers, the dates of administrations, the outlines of a battle, the successive steps in any simple movements set forth in the text. It is very different with the generalizations in which the author endeavors to sum up the results, or present the real inward meaning of a long process of historical evolution. These generalizations, in comparison with the simple facts, just referred to, may be called complex facts, but they are even more than that; they are virtually symbols or formulæ, representing the countless simple facts which lie behind them. When an author gives, for example, the outlines of the growth of the power of the French monarchy and then concludes by saying: "Thus the monarchy established the unity of the State," how easy it is for the pupil to remember the *words* of the generalization, while remaining almost entirely ignorant of its significance! For, mark you, such a generalization is never based on the simple facts given in the text, but upon them and legions of others omitted, or even unknown at first hand, by the author. The filling of important generalizations with adequate content is one of the most serious duties of the teacher.

In endeavoring to fill the generalizations with the adequate content the teacher must, first of all, have the pupils work from the simple facts given in the text to the generalization,

\*It is a pleasure to acknowledge the obligation I am under, as a student of the pedagogy of history, to Miss Charlotte Worley of Nebraska, who was a graduate student at the University of Wisconsin about two years ago. My treatment of the linguistic problem is dominated by her ideas, and throughout this paper her pedagogical influence more than once exerts its sway. I trust that her book on the teaching of history may soon see the light. It will be a work of great value.

and *vice versa*. In addition to this he will need, in many cases, to draw upon his own historical resources, and present other illustrative facts, derived from preceding lessons and especially from his own independent reading, and thus make the generalizations not merely verbal but vital. The wise teacher will not handle all generalizations in this way, but only such as he deems important, or as we say nowadays, essential. He knows that elimination should go hand and hand with emphasis, and that many parts of the text need only to be read, not remembered, since they serve merely to introduce important topics.

What are the essentials in a text-book? What is the "core of essential fact" spoken of in the *Wisconsin Manual*? The teacher of mathematics or science does not need to ask himself such a question; he does not say to himself, "What shall I omit in the theory of quadratics or of atoms?" It is quite different with the teacher of history. It is customary to say to him, "Emphasize those facts, simple and complex, which have been most important in producing our present civilization." Well and good; but, what are these facts? How can you tell them when you encounter them?

Last summer I asked three experienced teachers to point out independently the essentials in two important pages of a well-known text-book. They placed the results of their study on the blackboard, and we found that there were marked differences of opinion. Now, if historical values were as easy to determine as the values of our coins, the matter of selection would be relatively simple; but historical values are not absolute, but relative—relative to time, place, and the individual—and a teacher's temperament and training will in every case enter into his decision. This means, in practice, that the "core of essential fact" will in some measure vary with the teacher. Fortunately for us and our children, we are not driven to seek an impossible and deadening uniformity, and are in a position to utilize to the fullest extent the individuality of our teachers.

In deciding what he will emphasize—and that means what he will ask his pupils to consider especially in their preparation—the wise teacher gives weight to those "essentials" he is best equipped to handle. I do not mean for a moment that the teacher will pass over movements of obvious importance just because they do not interest him, but that he should give his pupils the advantage of the special knowledge of any important phase of civilization which he may possess. It is no small part of the teacher's duty—indeed, I venture to believe that it is probably his noblest function—to clothe with life the "dry bones" of the text-book. He should, therefore, without being lop-sided, give generous treatment to those topics in the text which his aptitudes and training enable him to fill with the richest content. If he is strong in social or artistic history, let him use his strength whenever possible! If he is filled with enthusiasm for constitutional or economic history, let him give vent to it! For, at best, none of us can hope to give our students more than a fragmentary picture of a portion of the past, and we commit a serious blunder if we do not make that picture as vital as possible. Knowledge and enthusiasm are mighty in creating interest, and interest is one of the widest of the doors that lead into the kingdom of history. The "essentials," then, will and should vary from teacher to teacher.

There are times, however, when the teacher does well to emphasize a so-called non-essential. This occurs when the non-essential offers the teacher a special opportunity to train and test the judgment of his pupils. Let me make my point clear by means of Cheyney's treatment of the will of Henry VII, in his "Short History of England."

On pages 309-10 Cheyney makes the following statement: "There had been so much confusion about the legitimacy of Henry's children, and uncertainty as to their right to the inheritance, that parliament had passed a special act giving him

the right to provide in his will for the succession to the crown. In accordance with this act of parliament he left instructions that his son Edward should succeed him and pass the crown down to his children, if he should have any. If he had none, it was to go to his elder sister Mary and to her children. If she also should die without children, it should go to Elizabeth. As a matter of fact, each of Henry's children reigned in succession and all died without heirs." On pages 383, in treating of the accession of James I, Cheyney says: "Elizabeth had refused to acknowledge any one as her successor, even after it became evident that she would have no children of her own. If the will of Henry VIII, under which she, as well as Edward and Mary, had inherited the throne, was to be followed, a certain English nobleman, son of the sister of Lady Jane Grey and great-grandson of Mary, the younger sister of Henry VIII, would become king. But James Stuart, son of Mary Queen of Scots and great-grandson of Margaret, the elder sister of Henry VIII, was a far more suitable candidate." And in a footnote to page 383 Cheyney gives a genealogical table which makes clear the relationships of all the persons mentioned to each other.

Now, from the standpoint of essentials it is, I think, unwise to bother children with the terms of the will of Henry VIII, since the succession of Edward VI, Mary, Elizabeth, and James followed the regular rules of inheritance, the will being ignored in the case of James. But Cheyney's peculiar treatment of the will presents a rare chance to exercise the judgment of the pupils, and such opportunities should be grasped. Let the teacher refer the pupils to the two passages and the footnote, and ask them to state the terms of the will. They will need to read the text very carefully, to study over the phraseology, to compare the statements, and to come to a conclusion they can justify from the text. When the problem comes up in class—and I am a false prophet if such a problem is not discussed with almost tumultuous interest—and the pupils have gone over the evidence again and given their decisions, let the teacher read the will of Henry VIII from some of the constitutional histories and thus vindicate the judgment of the winning side! Such problems cannot be given to babes, but when the pupils are up to them they can occasionally be used with telling effect, whether they concern "essentials" or "non-essentials."

It has not escaped your notice, I am sure, that the problems involved in the use of the text-book, which I have now laid before you, are at bottom, of the same character; they are all matters of selection, elimination, and emphasis. The teacher must discover what words, phrases, and sentences need special consideration in order to bring out the author's meaning; he must fix upon the generalizations which are to receive extra attention and be filled with the richest content, or, looking at the question from another point of view, he must determine what parts of the text he will have the pupils emphasize, and what they are to pass over with a mere careful reading.

The decision of these questions determines the recitation; the day's lesson turns upon the decision; everything depends upon it—both the teacher's preparation of the lesson and the pupils' preparation of the lesson. What would be the use of the teacher planning the lesson so as to give the maximum of valuable information and training to his pupils, if their preparation of the lesson were made in ignorance of his plan? Can satisfactory results be achieved with the teacher shaping the work one way and each pupil shaping it his way, or leaving it unshaped, incoherent! Similarly why suffer the damage which results from only a partial understanding of the teacher's plan by the pupils? Surely it is beyond contradiction or cavil that the pupils have a right to know, in advance of their preparation, exactly what the teacher is going to emphasize, exactly what he desires them to know most about,



what words, sentences, and generalizations he wishes them most fully to understand! There can be no dispute on this point. The secret of the satisfactory recitation is the satisfactory assignment of the lesson. A wealth of illustrative matter introduced by the teacher will be largely squandered unless the pupils have prepared themselves to appreciate it by a discriminating preparation of the lesson. The more specific the assignment, the more specific the preparation, and the more successful all sides of the class exercise.

I desire to give this point all possible distinctness, as it is crucial. There is no greater source of slovenliness in the pupils' preparation than indefiniteness in the assignment; like master, like pupils. There is no more serious cause of discouragement to conscientious pupils, nor of encouragement to lazy pupils to persist in their laziness, than their inability to know precisely what they are expected to do. No mere "giving out" of the lesson, no emphatic admonitions, such as, "Give special attention the Missouri Compromise," or "Study carefully the results of the Hundred Years' War for England," meet the needs of the situation. The assignment should set before the pupils, *not a number of topics they are to concentrate their attention upon, but a number of questions they are to answer.* And the character of the answers desired should be indicated. The teacher should not dictate, "Study the causes of the Missouri Compromise," but, "Find three important causes for the Missouri Compromise." He should not say, "What were the results of the Hundred Years' War for England," but "What four changes did the Hundred Years' War bring about in the rights of the English Parliament." The questions should steadily develop the selective and discriminating powers of the pupils, or in other words, train their judgments in the very process of acquiring the facts of the text-book.

In assigning the lesson, the teacher naturally clears up those difficulties which the pupils would find overwhelming, but he should be careful not to make the road too smooth, and he should leave every difficulty which the pupils can find time to surmount without his aid. He will not forget that information which one gains for himself is ten times more enduring, and educative, than that which another gives him.

It is hardly necessary for me to add that the questions in the assignment should be the teacher's own, determined by his knowledge of the subject and of his pupils, and that as this knowledge increases the questions in the assignment should change. The questions which are placed in text-books by well-meaning authors may be a help to the teacher, but they can not, in the nature of the case, serve as a substitute for his own. The assignment is the teacher's plan for the recitation, and the teacher's own questions are the essence of the assignment.

Other advantages of this method of assignment may now be set forth, with all due brevity. In the first place, all the members of the class, having worked over the same material with the same objects in view, will be in a position to discuss the questions intelligently in class, and to appropriate those additional elements of insight, inspiration, and information which the teacher and other pupils may properly introduce by way of supplement to the text. No one expects that the pupils will come to the same conclusions. Differences of opinion form the basis for intelligent as well as animated class discussions, in which the evidence is canvassed and the judgment is tested and trained. Class discussions of this sort are as far asunder as the poles from what sometimes goes under the same name, where prejudices are jauntily aired and pupils tell what they think Cromwell or Washington ought to have done under the circumstances. This latter sort of discussion is mock discussion and the interest it evokes is spurious; it is based on a love of talking rather than of thinking.

In the second place, the method here presented gives all the pupils the solid encouragement of knowing that their work

will be judged by, and their success will to a large degree depend upon, their answers to the questions of the assignment, and not by their answers to questions they have never dreamed of. This is of particular importance to that large class of pupils who need time for reflection, who think solidly but slowly. But it is also of great value to the quicker members of the class. These, under the régime of indefinite assignment, frequently miss a good deal of training, for they are able to cover up a careless preparation by a brilliant off-hand answer to a new problem, for which the teacher supplies all the data. Such problems have their value, and properly appear in class exercises, but they should be supplementary to, and not a substitute for, the problems raised in the assignment. The brighter students should acquire historical information just as well as the other members of the class, and the foundation for this information must be laid in their own directed study.

A third advantage of the specific assignment is the opportunity it gives for variety in the class exercises. It saves, for other purposes, much of the time which is so often spent in clearing up individual difficulties which the respective pupils could have solved for themselves if their work had been properly guided. It brings together a *class* whose members have thought out the same fundamental questions, and not an *aggregation of individuals* who seem to have read different books. Hence the assignment proper can be covered with speed and zest, and there is time for comparison of conclusions, for the introduction of illustrative matter by teacher and pupils, for special topics, for debates between selected champions, and for the correlation of the whole work. There is also time, I may be permitted to add, for dictating a detailed assignment for the next day, provided the typewriting department cannot be enlisted.

Finally, the method I have outlined maintains a correct balance between historical training and the acquisition of historical information. Ten years ago the Committee of Seven of the American Historical Association published their epoch-making report, in which they laid down the importance of the disciplinary side of history, saying: "We contend that the accumulation of facts is not the sole, or, perhaps, not the leading, purpose of studying history."\* For many teachers, however, the training of the thinking powers of the pupils, recommended by the committee, has proved a snare, and in their well-meant efforts to get away from the old rote method of memorizing facts they have woefully neglected the facts. Such a result, I am certain, was never contemplated by the committee. If the pupils acquire the facts properly—that is, if they discriminatingly work out, from the text, the real historical facts, the content-filled facts, which the words of the text are meant to convey—they will thereby, inevitably, develop their thinking powers. This sort of mental discipline, which is secured in the very act or process of acquiring information, is the most important historical training which the high-school history course gives. I would not deny the value of having the pupils pass judgments upon the justice of the acts or opinions of individuals or the conclusions of text-writers, but this sort of training, unless handled with great skill, is very apt to pass into the crude sort of talking or airing of thoughtless opinion which I mentioned above. Much more important is the testing, discriminating, selective thinking employed in properly acquiring the facts. It is chiefly in this sort of historical work that the high-school pupil's judgment is trained, while at the same time he gains, in the most enduring way, the historical information which we all rightly feel he should possess.

When students of sculpture have acquired some knowledge of the art, the master initiates them into its secrets by having them copy models of masterpieces which he places before them. He does not tell them to select, from the count-

\* Report of the Committee of Seven, 1904, pp. 87-88.

less subjects which nature offers, anything which appeals to their immature judgments; he knows that they can most effectively learn the secrets of great sculpture by faithfully copying the works of the great sculptors, who have, so to speak, simplified nature by reproducing various aspects of her handiwork. The powers of the students being thus strengthened and exercised, they are at length freed from supervision and at liberty to produce for themselves.

In a similar fashion, and from analogous motives, does the wise teacher train his history pupils. He does not dream that the way to make his pupils skillful is to let them choose,

from the multitude of facts in the text-book, such topics as appeal to their immature judgments. He knows that incoherence and disappointment lie along that path. On the contrary, he sets before them the special facts they are to attempt to master, and teaches them how to achieve the mastery by testing, discriminating, and comparing. Thus, in time, they acquire the art of reading history, and are prepared to enjoy the liberty of interpreting the past and the present. This power they should measurably attain by the end of their high-school course; I doubt if it is realizable earlier, except with remarkable individual pupils.

## Recent History\*

BY JOHN HAYNES PH.D., DORCHESTER HIGH SCHOOL, BOSTON, MASS.

### I. Portugal.

Revolutions have been a marked feature of the first decade of the twentieth century. Russia, Turkey and Persia have recently been in the throes of constitutional change. Now comes Portugal. On the fourth of October, 1910, the Republicans, taking advantage of the public feeling aroused by the murder of a well-known Republican leader by an insane fanatic, effected with business-like dispatch, a revolution for which they had long had their plans laid. An active propaganda had extended throughout the country and had met with great success in the army and navy. It was soldiers and sailors of Republican sympathies who really carried through the movement. Only two weeks before the occurrence of the revolution it had been announced that an attempt to overthrow the House of Braganza had been frustrated. Senhor Braga, for many years one of Portugal's most eminent literary men, was made provisional president of the Republic which was set up, and the young king, Manuel II, fled from his country.

The most important cause of the change of government, which was not unexpected by those in touch with Portuguese affairs, was the wholesale corruption which has long existed under the monarchy. The character of the government may be inferred from the fact that public officials were in the habit of drawing their salaries for ten to twenty years in advance. In contrast, the Republican leaders appear to have been free from serious venality. The incompetence and reputed immorality of the young king, who succeeded to the throne in 1908, upon the assassination of his father and elder brother, powerfully aided his overthrow. An extreme anticlerical feeling also contributed to the revolution.

The new government has announced as its policy financial reform, the development of the national resources, freedom of the press, reform of the courts, the suppression of the religious orders, and the reform of

the army and navy. The religious congregations have been very harshly treated. Their members were given only twenty-four hours to leave the country and suffered insult and violence from anti-clerical rioters and hostile agents of the Republic. An old decree of 1834, never formally revoked, which suppressed all convents and monasteries, has been rigorously enforced.

But few nations, of which the United States is not one, have accorded formal recognition to the Republic of Portugal, but most nations are doing business on a provisional basis with the *de facto* government. It is evident that there is much doubt about the success of the Republican experiment and there is no doubt that the new rulers have a difficult task. Eighty per cent. of the people are illiterate, morals are low, and the great bulk of the population sunk in poverty. The cost of living has increased, owing partly to the enforcement of the customs laws, and in part to the general condition of insecurity, which is augmented by numerous strikes of laborers which have come with the establishment of greater liberty. The new rulers are unaccustomed to the responsibility of power. There is a natural but unwise vindictiveness in official circles against everything connected with the old *régime*. On the other hand there is a commendable effort to remedy abuses in the administration of justice. Those in authority are honestly trying to translate into practice the principles which they profess. As we go to press the country is still under a provisional government, and no appeal to the people as a whole has been made. The elections soon to be held ought to give some indication of the feeling of the nation. The "London Times" expresses the opinion that all available evidence seems to show that the country is tired of monarchy and sincerely desirous of a Republic. There certainly is ground for hope that in spite of obstacles the revolution is the beginning of better government and greater prosperity for Portugal.

### II. Russia and Finland.

The purpose of this article is to trace briefly the course of events in Russia since the election of the third Duma. When the

second Duma was dissolved in 1907, a manifesto was issued which violated the terms of the famous October manifesto of 1905 in that it changed the rules as to representation and suffrage without the consent of the people's representatives. The right to choose a majority of the members was bestowed upon about 13,000 land owners, and the body so elected has been called the Landlords' Duma. A member of the moderate party called Octobrists, was chosen president. This party takes its name from its adherence to the manifesto of October 30, 1905. Though the Duma voted a loyal address, it also passed a resolution that the title of autocrat ought to be abolished. A far-reaching act of the third Duma, which is still in existence, is a law providing for the gradual break-up of the *mir* or village community, and the substitution of individual for common ownership of land. This action was taken on the initiative of the Czar's ministers. Whether it is on the whole wise may be doubted.

In 1909 the sensational disclosure was made that a man named Azeff, who was a secret agent of the police was also the leader of the executive committee of the terrorists. His case appears to be typical. As a means of fighting the revolutionary propaganda, the Russian government first provokes conspiracy and then punishes the conspirators. The country is called quiet by the authorities, but the means by which this condition is secured may be judged from the fact that there were 1,439 executions for political offenses in 1909. Over 28,000 persons were exiled in the four years ending with 1909. Important civil cases are turned over to military tribunals, judges and witnesses are rewarded or punished according to their attitude toward the government. Reaction is in the saddle and the liberal hopes of recent years have been largely blasted. Still Premier Stolypin, who has been in office since 1906, does not wholly satisfy the extreme bureaucrats. March 20, of the present year, he resigned, but was restored to power within the week, and his two chief opponents were excluded from the Council for the rest of the year. It is tolerably clear that the Czar found that, if he did not retain Stolypin, he must

\* Teachers who are interested in recent history ought to have at hand two excellent works which have lately appeared. They are Hazen's "Europe Since 1815," and Volume XII, "The Latest Age," of the Cambridge Modern History. Both books treat of events as late as 1909.—J. H.



either have a truly liberal ministry or must place the government in the hands of the "grand-ducal plunderers and incompetents," whose embezzlements and corruption have been brought to light through the influence of the Premier, whose administration possesses the virtue of unwonted financial integrity. It is probable that his temporary fall was brought about chiefly by men, some of them very near the throne, whose fraudulent transactions have been uncovered. Feeble though it is, Russia, has a representative chamber, which after many and long struggles, is probably destined to become the dominant part of a truly constitutional government.

In recent months there has been a severe persecution of the Jews. They are being expelled with great cruelty from most of the cities of Russia by a rigorous application of the law confining them to Jewish quarters, which are entirely too small for the population legally resident there. In some cases they are expelled even from the "pale." There is no doubt that this barbarous movement has the support of the most responsible authorities.

In 1899 there began an attempt to Russify Finland, which since 1809 has been a Grand Duchy, whose ruler was the Czar of Russia. It had a Diet of its own, used its

own language and had separate laws. This process was brought to a sudden halt by the revolutionary movement in Russia, and in 1905 the Czar was constrained to restore all the ancient liberties of Finland. She at once reformed her government, establishing a unicameral legislature in place of four chambers or estates. Universal suffrage, including women as well as men, was established, and women were made eligible to the Chamber. Proportional representation was another feature of the new form of government. But the autonomy of Finland was destined to be short-lived, for in 1909 there was another movement to abolish it. The trouble began by the Imperial Government's claiming authority over any Finnish question which concerned the empire, no matter how indirectly. The Finns considered this a violation of the rights granted to the Grand Duchy. In June, 1910, the Russian Duma passed a bill which deprived the Finnish Chamber of its right to pass upon questions which in any way concerned the empire, and made the Czar the sole judge of what questions are imperial. The Finns were to have five members in the Duma and one member of the Imperial Council. Such matters as taxation, police, schools, public meetings and the press are in this bill treated as imperial questions.

It is clear that this law practically destroys Finnish autonomy. So far there has been no interference with the language of the country. Doubtless that will follow when the occasion seems opportune. Granting that the Finns carry the matter of autonomy to extreme lengths, as, for instance, in their opposition to physical connection between their railways and those of Russia, this action is a colossal blunder. While enjoying their autonomy the people never failed in loyalty and Finland has been of strategic advantage without being an expense to the empire. In place of this Russia will now have a bitterly hostile population at the very doors of her capital. When next she is in military straits, her action of 1910 is likely to react upon herself. The Finnish Diet has refused to take any action admitting the constitutionality of Russia's proceedings. For the present this makes no difference, for Russia has the power to do as she likes. Success in Russifying Finland would be a case of a lower civilization dragging down a superior to its own level. Doubtless one reason for the government's policy is that a Russian visiting Finland cannot fail to observe the difference between his own medieval land and the modern country which lies but a short distance from St. Petersburg.

## Book Reviews

FREDERICK WILLIAM MAITLAND.

By H. A. L. Fisher.

REVIEWED BY EDWARD P. CHEYNEY.

This brilliant, suggestive and sympathetic biographical sketch of Professor Maitland by his brother-in-law, tempts a reviewer to quote some of the bright sayings of the writer and to dwell on the personality of the man about whom he is writing. The irradiating influence of a bright mind is shown nowhere more strongly than in the thought and writing to which it gives birth in others, and in the never-failing interest which it turns to itself. But this temptation must be resisted in a review, the duty of which is rather to call attention to what Professor Maitland has done for history than what he was himself. We often hear of epoch-making books. It was not so much any single work that Maitland wrote that constituted an epoch in the writing of English history as the cumulative effect of his whole body of writings.

Yet the very first of his books gives a clue to his whole work. "The Pleas of the Crown for the County of Gloucester for the Year 1228," a thin volume published in 1884, might seem a somewhat insignificant and technical work on a narrow subject and intended for specialists. But it was far more. Gloucester was Mr. Maitland's native county and the things recorded in the document were real to him; 1221 was the earliest year for which a record of the king's

court for that county existed, and thus marked the beginning of things; it was quite a new idea to use court records as a source of knowledge for general history, and the material was treated with an insight, alertness of mind, critical skill, and what might be called a power of extraction, all of which made up a combined influence well-fitted to begin a new era of historical study.

A great mine of original historical material was lying unworked in the form of the records of the English courts. Century after century has gone by, piling up these records, seldom destroying, but seldom utilizing them. Bracton was able to use them already in his time to construct a great philosophical treatise on the common law. Coke was able, four hundred years later, to use them as ammunition in a conflict between law and equity, between the courts and the king; in our time the records of the courts have been made to yield knowledge of the life of Shakespeare, and arguments for and against the land-policy of England. It was the greatest work of Maitland to go back in his study to these unique original materials, to supply to them unflinching industry and very unusual powers of analysis, to vivify them by his insight, and illuminate them by his wit. Such court records exist literally by cords in cubic measure, by tons in weight. They differ from contemporary chronicles in their closer connection with the life of their time, in their greater certitude, and in their greater variety of contents. As

Albert Sorel says, "The history of law places the whole human tragedy and the whole human comedy under our eyes." The mine has even yet been scarcely explored, by no means thoroughly worked.

The second work in this field was "Bracton's Note Book," a three volume text, carefully edited, published in 1887, and practically proved by Vinogradoff and Maitland to be the collection of thirteenth century cases which the great medieval law writer used in preparing his famous essay. The most extensive and characteristic body of Maitland's production in this field, however, is to be found in the publications of the "Selden Society," a series planned and to a great extent initiated by Maitland himself. From the year 1888 onward almost every year has seen one or more of the handsome volumes of this invaluable series of records produced, and a considerable number of the early volumes were edited by him. "Select Pleas of the Crown, 1200-1255," was the first volume, followed at intervals by eight others, the most conspicuous of which was probably, "Select Pleas in Manorial Courts." Maitland's witty and learned introductions to these volumes, his notes, suggestions, and criticisms established a standard of editorial work in such fields of study that has been of immense value. Not everyone has the power, but everyone may recognize the standard and live as nearly up to it as possible. In the same general field of work lie his "Roman

Canon Law in the Church of England," "Domesday Book and Beyond," and "Township and Borough."

Much of his work also appeared in English and American legal and historical journals, and a most interesting and valuable divergence in time and subject from his usual field of study is to be found in the chapter on "The Anglican Settlement and the Scottish Reformation" in the Cambridge Modern History: "A Constitutional History of England," prepared as a course of lectures for undergraduates at Cambridge during his early career as a teacher there, has also been published since his death, and is of much interest, although not of the importance of most of his other writing. By far the best known of Maitland's works is the "History of English Law," published in 1895. It appeared under the joint names of Pollock and Maitland, but far the greater part of it was the work of the latter. It became at once popular, so far as such a work can be popular, and it has since been twice re-edited. It covers a relatively short period, closing with 1272, but that is by far the most important period of English law. The first volume was the more general, the second the more technical part of the work. In this are manifest the teachings characteristic of all Maitland's legal writing. The history of law is part of the history of the country; the law can be understood only by understanding the general course of events, and apprehending all the influences of each period; on the other hand the life and character of each period is realized only when a knowledge of its law is included in the picture. Not only do legal documents include a vast amount of detail of general historic significance, but legal writing, at least when it is as luminous as that of Maitland, is a constituent part of the writing of a nation's history.

Maitland was a practicing lawyer for eight years, and then successively reader and Professor in English Law at Cambridge, England, from 1884 to 1906. During these years he took part in such teaching and administrative work as is expected of the holder of an English University professorship. For the last eight years of his life his health was so frail that it was necessary for him to live during the winter in the Canaries or some other tropical station. How he was able to perform such a vast amount of minute investigation and ever fresh and vigorous writing is the wonder and despair of other students.

Much of his writing is technical and suited more for specialists than for general readers of history. On the other hand, much of the "History of English Law, Canon Law, Township and Borough," and some of his other studies are surprisingly clear and comprehensible even to the non-legal student, and the constant flashes of humor, the frequent suggestive remarks, the occasionally profound observations, make a consid-

erable amount of Maitland good reading for everybody.

[H. A. L. Fisher, Frederick William Maitland. Cambridge University Press. 1910.]

#### CANNON'S READING REFERENCES FOR ENGLISH HISTORY.

REVIEWED BY C. A. COULOMB, PH.D.

Teachers and students of English history should warmly welcome the volume of Reading References by Dr. Cannon. The book is not intended to be a critical bibliography, but, as the author states, it is designed to minimize the difficulty which teachers of (English) history find in providing adequate facilities for collateral reading by their students, by, first, disclosing the surprising amount of material to be found in almost any library; second, by suggesting definite topics to be followed up; third, by providing definite references which the students can easily find for themselves.

The work is divided into two parts: a book-list of the works referred to, and topics and references covering the whole period of English history, including that of the colonies.

Part I contains a total of 2,054 titles, a considerable proportion being those of magazine articles. The list is divided into three principal sections. Section I includes General Works, covering such sub-sections as Bibliographies, both general and special; Historical Aids, containing titles of encyclopedias, periodicals, works on historical method and those containing illustrative material; and, finally, works relating to the auxiliary sciences, such as Geography, Philology, Ethnology, etc. Section II contains historical works relating to more than a single period, divided into Sources and Modern Accounts, with sub-topics under each, the sub-topics under Modern Accounts being: I, General; II, Individual Countries other than the British Empire; III, British Empire. Under the latter sub-topic appear the following divisions: (a) General or not Specially Classified; (b) Bibliographical Collections; (c) Colonization and Empire; (d) Constitutional, Political, Legal, etc.; (e) Religious; (f) Education and Culture; (g) Social and Economic. Section III contains titles of historical works relating to a single period with sub-sections as before.

Part II of Dr. Cannon's work contains a list of topics and references, grouped in nine principal sections, covering eight periods of English History to 1910, Section IX containing references to Imperial history. These nine sections are still further divided into a total of eighty-seven sub-sections, each sub-section as a rule covering the period of a single sovereign, though in some cases two, three, or even more sub-sections are devoted to the history of a single reign.

Under each of the sub-sections the source material is given first; followed by two groups of modern accounts. The first group is especially suitable for high school students, while group II refers to works of a more advanced character, intended for college use. After the references to modern accounts, we find references to bibliographies and to illustrative material, both in prose and poetry. As an illustration, taken at random, of the amount of work involved in the compilation, it may be mentioned that under the second group of modern works for the four years of the reign of James II, there are no less than fifty-seven references. An index to the volume covers ninety-two pages and each work is entered under the author's name, and, in almost every case, also by title.

The student of particular periods will, of course, miss some familiar names in Dr. Cannon's book. The author states, however, that the book was formed by actual library experience, and hence contains the names of only those works which may be presumed to be generally available in public and college libraries. Books that students would not be apt to use, have been deliberately omitted.

In addition to the usefulness of the book as a classroom adjunct, "Reading References" will be the first book that the special student of English history should turn to as a guide to his reading for the period from 1485 to the present time, at least until the contemplated international bibliography makes its appearance. Taken altogether, the book is so complete, so satisfactory, and so generally useful to all who are interested in English history, either as teachers or students, that it should have a wide circulation wherever even the most meagre library facilities are available.

[Reading References for English History, by Henry Lewin Cannon, Ph. D., Assistant Professor of History in Leland Stanford, Jr. University; xv + 559 pages. Ginn & Company. Price, \$2.50.]

#### RECORDS OF THE FEDERAL CONVENTION.

EDITED BY MAX FARRAND.

A rule of the Federal Convention of 1787, adopted on Tuesday, May 29th, enjoined "That nothing spoken in the House be printed, or otherwise published, or communicated without leave." This rule, together with the exclusion of reporters, has given to the proceedings of the convention an air of mystery and uncertainty which is not entirely removed to-day, one hundred and twenty-four years afterwards. The official journal kept by William Jackson, secretary, was delivered to Washington, and by him was turned over to the Department of State in 1796. In 1819 John Quincy Adams, acting under the authorization of Congress, collated the somewhat con-



fused manuscripts of Jackson, and published them under the title of "Journal, Acts and Proceedings" of the Convention. After the rule of secrecy had thus been broken, there appeared in 1821 a volume of "Secret Proceedings and Debates," based upon the notes taken by Robert Yates while attending the Convention. In 1840 H. D. Gilpin published Madison's notes upon the debates in the Convention; and thereupon it seemed that all the extant material relating to the Convention had been put in print.

During the next fifty years comparatively little was added to our information concerning the Convention; the three documents thus far published, together with a few letters of certain members, such as Martin, Gerry and others were used in the histories of Curtis, Bancroft and others. The attention of these writers was directed to the framing of a narration of events within the Convention or to an analysis of its work from the standpoint of the completed document (e.g., Meigs, "Growth of the Constitution"). Rarely had there been any critical study of the documents or any serious attempt to collect all the evidence respecting the Convention.

The close of the nineteenth and the beginning of the present century have witnessed a marked change in the historian's attitude toward the Convention. An extended search has been made for letters or other material which might throw light upon its work; and the extant documents have been subjected to the strictest form of historical criticism. Of the new material, we have obtained since 1894 more or less satisfactory reports of debates kept by Rufus King, James McHenry, William Pierce, William Paterson and Alexander Hamilton; and the extant letters written by members while attending the Convention have been calendared.

\*The new criticism of the records may be said to date from the publication of the papers by Dr. J. Franklin Jameson in the "American Historical Review" for 1902, and in the Reports of the American Historical Association for the same year; papers which contain the most brilliant historical criticism ever applied to a topic in American history. Since the publication of these papers, Dr. Jameson, Prof. McLaughlin, Prof. Max Farrand and other students have tested the records in the light of the new criticism, and the country has been scoured for letters and papers in print or manuscript which would further elucidate the work of the Convention. After several years of such studies the time was ripe for a scholarly reconstruction of the records of the Convention, which should present within the compass of one work all the extant material. Such a reconstruction, edited by Prof. Max Farrand, has been issued this spring in three sumptuous volumes by the Yale University Press, entitled, "The Records of the Federal Convention of 1787."

Editor and publisher have combined the highest scholarly attainments with noteworthy typographical skill to produce a work worthy of the most remarkable body of men which ever met in America.

Prof. Farrand had two purposes in the preparation of his work: First, to gather all available material into a single collection; and secondly, to present these records in the most trustworthy form possible. In the gathering of material the editor has used every known source of information respecting the Convention. The records of the proceedings are taken (1) from Secretary Jackson's journal of the Convention, his journal of the Committee of the Whole, and his tables of ayes and noes; (2) from Madison's notes upon the debates; (3) from more or less scanty notes of debates preserved by Yates, King, McHenry, Pierce, Paterson, Hamilton, Pinckney and Mason; and (4) from the papers of the Committee of Detail and the printed drafts prepared for the use of members. The question of the arrangement of this material was a most serious one; and one upon the satisfactory solution of which the usefulness of the work largely depended. Happily it was decided to print all the material relating to each day's proceedings together, thus furnishing the reader within the compass of a few pages the complete records of a given day's work. The arrangement has the disadvantage of chopping up each of the source materials into sections; but the difficulty of reconstructing in its entirety any single one of the records is far outweighed by the utility of viewing each day's proceedings from as many different angles as possible.

In addition to giving a more complete picture of the daily work, the arrangement adopted has another very obvious advantage for teachers and students. It furnishes excellent material for class discussions upon the value of historical evidence. With three, four, or even more narrations of the same events there is abundant opportunity to study the influence of the personal equation, and to note the individual differences in the manner of taking notes and in the material likely to be preserved by each. Teachers even in secondary schools will find here a wealth of illustrative material for the training of their classes in an appreciation of the difficulties of weighing historical evidence. Take, for instance, Madison's remarks upon the New Jersey plan, of which reports are given by himself, and by Yates, King and Hamilton (June 19th, "Records," I, 314-333); or Madison's discussion of the length of term of Senators, in which his own report differs in interesting details from that kept by Yates (I, 421-423, 430-431); or the still more important differences between the two in their reports of the proceedings for June 29th (I, 463-465, 471-472); or the differences between Madison's and Yates' report of Hamilton's speech on the same day,

in which Madison omits Hamilton's criticism of his (Madison's) remarks. The teacher need not even dig out all such instances for himself, for the footnotes of the editor call attention to many discrepancies in the several accounts, and to inaccuracies even in the journals kept by the secretary of the Convention.

But to return to the second purpose of Prof. Farrand. In the preface he says that the desire to present the records in the most trustworthy form became the strongest feature of his work as it progressed; and he has, indeed, spared no pains to give the reader a clear idea of the original texts, with all their inconsistencies, their mutual contradictions, and the many changes which have been made in the documents at times subsequent to the original record. Unhesitatingly he gives to Madison the character of superior accuracy over all other records, including the official journal; he points out the places in which Madison changed his record at later dates, and shows, where possible, the sources from which Madison drew his supposedly more correct information. Omissions, insertions, different handwriting, and even differences in ink or paper are noted. It is safe to say that we have here a definitive reproduction of the several documents.

Not content with giving in two volumes all the documents which deal with the daily record of the Convention's work, the editor has given in a third volume six hundred pages of supplementary records; consisting of letters and other documents, throwing light upon the subject. In one appendix there are four hundred and nineteen documents, comprising letters written by the members, while attending the Convention, and statements concerning the Convention made subsequently by its members, closing with Madison's letter of March, 1836, and his preface to the debates in the Convention. Another appendix gives a list of the delegates chosen to the Convention, their credentials, and the time of attendance of each. Four appendixes deal, respectively, with the texts of the Randolph, the Pinckney, the New Jersey, and the Hamilton plans. There is an elaborate index by clauses of the constitution through which the records upon each clause may be easily referred to, and there is a general index of over thirty pages.

No words of praise need be added. The reviewer feels that he is but stating the truth in writing that the record is worthy of the great men who attended the Convention, and of the great work there accomplished. The editor has performed a service for every teacher and student of American history, and one of which every American patriot can be proud.

["The Records of the Federal Convention of 1787." Edited by Max Farrand. Yale University Press, 3 vols. Pp. xlv, 606; 667; 685. Price, \$15.00, net.]

# Reports from the Historical Field

WALTER H. CUSHING, EDITOR.

## HISTORY IN AMERICAN SUMMER SCHOOLS.

### JOHNS HOPKINS UNIVERSITY. Baltimore, Md.

July 5th to August 16th, 1911.

1. American History to 1865. Professor Sioussat.
2. European History, 1763-1848. Professor Sioussat.

### OHIO UNIVERSITY. Athens, Ohio.

In addition to the courses announced in the May magazine, the following courses will be offered:

101. Medieval European History from 400 to 1500 A. D. Professor Lybyer.
106. The History of Rome. Professor Lybyer.
203. Seminary in Continental European History since 1789. Professor Lybyer.

### LOUISIANA STATE UNIVERSITY. Baton Rouge, La.

June 5th to August 4th, 1911.

2. Medieval and Modern History. Professor Fleming.
  6. History of the United States, 1820-1900. Professor Fleming.
  16. American History and Its Geographic Conditions. Professor Fleming.
- Courses in related subjects:
1. Economic Theory. Professor Scroggs.
  2. Applied Economics. Professor Scroggs.
  3. General Sociology. Professor Scroggs.
  4. The Geography of Commerce and Civilization. Professor Himes.
  5. Louisiana Jurisprudence. Professor Tullis.
  6. Principles of Government. Professor Prescott.
  7. American Government. Professor Prescott.
  8. Government of Louisiana. Professor Prescott.

## INDIANA CONFERENCE.

REPORTED BY PROF. H. C. PALMER.

A most pleasant and profitable session of the Indiana State History Teachers' Association convened at the State Normal School in Terre Haute, on May 5th and 6th. The program had been arranged to devote a part of the time to the subject of history from the standpoint of the scholar and of research work, and the remainder to the subject from the standpoint of teaching problems.

On Friday afternoon Mr. W. D. Waldrip, of the Richmond High School, Richmond, Ind., presented a paper upon the subject, "A Station of the Underground Railroad." The station of Mr. Waldrip's paper was in Newport, Ind., six miles north of Rich-

mond. It was the most famous of all the depots, so famous as to be called "The Union Depot." The people of Newport who helped the slaves through Indiana and Ohio were North Carolina Quakers, of whom the best known were Levi Coffin and his wife "Aunt Katy."

Following this paper Dr. James A. Woodburn, of the Indiana State University, presented a paper upon the subject, "The Apology of Secession." Dr. Woodburn said that it was not his apology—that his paper was simply a presentation of the various papers and opinions presented by the Southern States at the time they seceded, which gave their theories as to the right of secession and their reasons for doing so.

Mr. W. P. Shortridge, of the High School of Elkhart, Ind., presented a paper, from the standpoint of the teaching problems, upon the subject, "The Handling of Military Features of the Civil War." Mr. Shortridge had collected data as to the present plans of handling the military features of the war and the time devoted to them, from answers to questions sent to high schools in all parts of the United States. The results were varied. Mr. Shortridge's conclusion as to the presentation of military features was that the plans of warfare and the campaigns be made problems to the child and that he think through the problem.

On Saturday morning Dr. C. Henry Smith, of Goshen College, Goshen, Ind., read a paper on "The Meaning of the Lloyd-George Budget." Dr. Smith said: "The Lloyd-George budget marks an important milestone in the evolution of English economics and social life, and has brought before the English people the most momentous constitutional struggle they have witnessed for many years."

Dr. Thomas F. Moran, Purdue University, read a paper upon the subject, "The Reform of the British House of Lords." It was most valuable and has been published in pamphlet form.

Under the teaching problems, Miss Minnie Weyl, of the Training High School in connection with the State Normal School, read a paper upon the subject, "The Use of Current Events as Illustrative Material," and Miss Jennie McMullen, of the Terre Haute High School, spoke upon the subject, "Making Pupils Think in History." Both papers were most suggestive and helpful.

Dr. James A. Woodburn was elected president for the year 1911-1912, and in response to his invitation the association will meet at the State University in the spring of 1912.

## MAY FIRST HISTORY CLUB.

The May First History Club, a group of California history teachers, met in San

Francisco on April 22d. The speaker of the day was President David Starr Jordan, of Stanford University, on "The Biological Aspects of History." Biology, said Dr. Jordan, is as much one of the "eyes of history" as are geography and chronology. The blood of a nation determines its history. The history of a nation determines its blood. To illustrate, in many Catholic countries the more devout young men and women enter religious orders, and thus do not enter into the course of heredity. This affects the nation's blood. There is no biological warrant for the idea of history which makes environment the only factor.

War at first resulted in the survival of the strongest. Later, armies came to be recruited from the strongest, and the weaklings stayed at home and left descendants. A nation does not decline unless there is breeding from inferior stock. The fall of Rome is due to the fact that the best stock did not breed. The biological factor in history is the question as to who have been allowed to breed. There is a difference between what mankind is to-day and what mankind ought to be, in view of the men of the earlier centuries plus our advantages. The present condition is accounted for by two factors, emigration and war. These cause a reversal of selection.

It has been said that history will repeat itself if left alone. It is the duty of statesmen to prevent this repetition. It is unfortunate that the attitude of historical scholars has been interested in the past, in the errors of nations, with no sense of responsibility for the prevention of these errors in the future.

## NEW ENGLAND HISTORY TEACHERS' ASSOCIATION.

The joint meeting of the Dartmouth College Conference on History and the New England History Teachers' Association was from every point a success. The papers were scholarly and stimulating, the discussion was general, the social features promoted good fellowship, and the weather New Hampshire's best spring offering. The program for Thursday evening, Friday morning and afternoon was in charge of the Dartmouth conference; the Friday evening and Saturday morning exercises constituted the regular spring meeting of the New England Association.

On Thursday evening Prof. George L. Burr, of Cornell University, gave an interesting address on "History As a Teacher and the Teacher of History." After the address there was an informal reception to visiting teachers by members of the college faculty and their wives at the Graduate Club.

Friday morning was given over to a discussion of the report of the committee of



five of the American Historical Association on "The Study of History in Secondary Schools." Dr. James Sullivan, of the committee of five, opened the discussion, and was followed by Prof. C. D. Hazen, of Smith College; Prof. C. R. Lingley, of Dartmouth College; Principal H. P. Swett, of Franklin, N. H., and others. The general opinion of the speakers was approval of the committee's work. (A summary of the report was published in the April number of THE MAGAZINE.)

At one o'clock the college entertained the teachers at a luncheon in College Hall.

#### College Entrance Requirements.

"College Entrance Requirements in History" was the topic for Friday afternoon. Prof. H. D. Foster spoke of the College Entrance Examination Board, Prof. S. B. Fay spoke of the N. E. Certificate Board, and Prof. W. B. Munro of the new Harvard entrance requirements.

Among the advantages of the College Board examinations are uniformity and a lessening of the fears which examinations often inspire, since generally the Board examinations may be taken at school under familiar surroundings. Prof. Foster raised the question whether it might be possible to combine in some fair ratio the pupil's record in school with the result of his Board examination in determining his fitness for entrance college.

Among the difficulties which confront the Board examiners he mentioned the variety of schools and methods and the changes in framers and readers of questions. To frame satisfactory questions is a huge task. The demands of the various national boards constitute another problem; the clearer definition of the field of ancient history will be gladly adopted by the examiners. Suggestions for the better testing of outside reading will be received. Readers of the papers report that the map work is especially poor. After explaining how thoroughly the questions were gone over and criticized by several groups before they were finally adopted, Prof. Foster stated that suggestions of questions for future inclusion, and criticisms of any question would receive careful consideration.

Prof. Fay spoke of some needed modifications in the regulations of the Certificate Board, such as considering a school's record of candidates who enter by examination, in cases where the school sends fewer than two candidates in three years by certificate; and granting an extension of the certificate privilege when there has been a technical error by the principal in asking for a renewal.

The new Harvard entrance requirements, Prof. Munro explained, call for considerable knowledge and ability in one subject selected by the candidate; and in the case of history a long list of questions will give him an opportunity to show the quality and range of his attainments. The pupil can

feel that whenever he strikes a period in history which especially appeals to him all the reading and special study which he puts in will be of direct benefit to him on his examination.

#### London Topography.

After a brief address of welcome to the visiting association by President Nichols, of Dartmouth, and a reply by Prof. Kingsbury, of Simmons College, president of the association, Prof. Charles M. Andrews, of Yale University, spoke on "The Value of London Topography for American Colonial History." A knowledge of the topography of a department in which a document is written, of the relation of one department to another is important. We must know the London of colonial times, as London is the background of our colonial period. Our officials came from London and to London their reports were sent. Prof. Andrews then sketched the four regions or circles which made up the London of the seventeenth and eighteenth centuries. These four were: (1) The group around Whitehall, the king's immediate servants; (2) the fine country residences of the gentry along Charing Cross and the Strand; (3) the Law circle, the Inns of Court, between Temple Bar and Ludgate Hill, and (4) the city.

The Courts of King's Bench, Chancery, and Exchequer were under the king's eye at Whitehall, but the Court of the Admiralty was at Doctor's Commons, i.e., where the doctors of civil and canon law could by fiat of the Archbishop enter the courts of the church and practice. Here were the courts of Wills, Arches, Peculiars and Admiralty, the latter a court in which only doctors of civil law could practice.

How does this topography of London bear on American history? The Lord High Admiral had his offices at Whitehall. But in the seventeenth century the Admiralty was a negligible quantity in American history, for as it developed it threw off different departments, and of the thirteen no two were under the same roof. Except the capture of New York, no single expedition of the Admiralty succeeded in the whole seventeenth century. The separation and jealousy of the boards accounts for the slowness and lack of success. Another example is the case of requests for ordnance. A constant stream of petitions for ordnance came from all along the coast of the English colonies in America. But there were constant difficulties in getting the orders filled, because they were received in one place and the ordnance was in another. There was a secretary at war, no secretary of war. There were only two military forces in England: (1) The King's Guards, and (2) the garrison at Dover, Portsmouth, etc., on the coast. As England had no army in the real sense till after the Mutiny Act of 1689, she made, naturally, no adequate protection for the colonies. With such military and naval inefficiency, are we sur-

prised that America was practically independent?

An informal reception in College Hall ended the social side of the meeting.

#### Notebooks and Reading.

Saturday morning as given up to a discussion of "Notebooks and Outside Reading." The subject was opened by Dr. James Sullivan, who said, in part:

I am often asked: "Do you believe in notebooks? and in outside reading?" and to both I answer: "Yes." A notebook should be kept, and it should serve all sorts of purposes. First of all, last and all the time, it should not be an end in itself, but merely a means to an end. Let us be human about it, and treat it as we would a notebook which we ourselves were making to answer our ends. We would not treat it as an exercise in penmanship, or in the skill of indentation and underscoring, or as a lesson in drawing artistically colored maps and charts. We would treat it as just what its name implies—a notebook. In it we would keep lesson assignments, topical references or schemes given by the teacher or lecturer, notes on such books as we had read and found it difficult to remember unless we made jottings, little sketch maps, and the like. We would not keep it as a "show piece" of work, but simply as an aid to our memory—a means to an end. To us it would mean much, to others very little. A notebook which we get up to have others inspect means much to them, but little to us. That in a nutshell is the difference between the two kinds of notebooks. Personally I require notebooks, and I examine them, but with a distinct understanding on the student's part that they are examined with reference to their usefulness to him and not from the point of view of "show."

In the matter of outside reading, we have, between the State examinations and those of the college entrance examination board, fallen into evil ways. In those schools where these examinations are not taken there is still a very goodly amount of outside reading done, but in the examined schools it has dropped to little or nothing, even in the classes of the best teachers. Whatever may be the possibilities of the future in setting an examination which shall test outside reading, and in grading for it, the fact remains that in the past and immediate present no such examination has been set and no grading has taken it into consideration. Teachers and pupils have found that so far as grades are concerned much better results are obtained by knowing the text very thoroughly than by putting time on outside reading. So many pupils are dependent upon scholarships for their college courses, and as many scholarships are dependent upon the grades obtained, you can realize how serious a matter this is.

Yet we all want outside reading—we know its value and we appreciate that it

ought to be done. Under the certificate plan of admission it can be easily obtained, but so far the examination plan has filled it.

In New York State we have tried to devise a scheme by which every teacher shall be forced to do a certain minimum. We encourage her to have her pupils do all the outside reading they can, but there is a certain amount which we say must be done. In order to do this we chose a few simple references for each field on which examination questions will be set, and which candidates will be required to take. From time to time these selections will be changed as experience dictates.

Mr. Rollin Gallagher, of the Middlesex School, Concord, Mass., then presented a report based on returns received from New England teachers.

#### Questionnaire on Notebooks.

As the discussion of this meeting was to treat the question of outside reading and notebooks, it was considered advisable to ascertain the opinions and methods of teachers of history in New England. Accordingly a set of questions was sent to a number of secondary schools and colleges, and the following report is based upon the replies of the history teachers in sixty-three New England institutions, the majority of which are secondary schools.

The replies naturally varied greatly in their wording, and the object of this report is to sum up briefly the opinions expressed, in order to give some idea of the methods employed in these institutions. Occasionally I have taken the liberty to call to your attention certain striking or significant replies.

The first topic, "Outside Reading," was divided into three questions, the first being, "How much do you require?" The answers were, of course, often very vague, as most of us find it rather difficult to state just how much outside reading we do require. In general they either gave an approximate number of pages, or stated that the reading was done on special search topics or outlines. The average number of pages seemed to be about 200 for classes not yet doing college preparatory work, and about 500 pages for the latter classes. A few schools required 500 pages on both Greek and Roman history, but failed to make it clear whether half a year or a whole year was given to each subject.

Of the two most striking answers to this question the first mentioned the difficulty, in the first two years of the school, of meeting the State requirements of 500 pages, and suggested counting, not at the full number of pages, but at a reduced rate, the reading done in English on historical subjects. "The Lays of Ancient Rome," "Julius Cæsar," "Ivanhoe" and "The Tale of Two Cities" were offered as examples.

The second reply speaks for itself. "I am not allowed to 'require' anything, but I usually contrive to get from each pupil

about four times as much as the text-book furnishes. Much of this is from sources."

The second question ran: "What method of testing the reading do you have?" Here we found teachers varying somewhat, but employing the same general methods. Reading notes, outlines, digests and special topics were used in most cases to make certain that the reading had been done carefully, and often these methods were supplemented by written questions in class and by examinations based on outside reading. Oral discussion of outside reading seems to be quite common, although the conference system seems confined to colleges, presumably because of the size of the classes.

The third question was: "Are you satisfied with the results in this part of the instruction in history?" As may be surmised, the replies range all the way from the teacher who says, "I have never found anything more profitable; my methods are being adopted everywhere in the schools," to the teacher who meekly inquires, "Is anyone ever satisfied?" As may be expected, too, many are satisfied with the results in good, but not in poor classes. Most of those who express their satisfaction mention the fact that they have good libraries, and that their pupils like to read, two statements that naturally go together.

One well-known teacher, a firm believer in the digest as the best method of absorbing outside reading, writes as follows: "The making of original digests seems to me the most important part of our work preparatory for college, for it teaches pupils to grasp, to organize, and to present in logical form, raw material. In other words, it fits students to work alone in a library. Our graduates are unanimous in their testimony of the help it gives them in college." And as one of many appreciative graduates, I might add, "And after leaving college."

One teacher speaks of the work as being "fairly satisfactory," because "this is not college preparatory work, and I can adjust the work to the class." But as this is, perhaps, resurrecting the eternal question, let us envy her her good fortune, and pass on to those dissatisfied with the results.

The majority of those dissatisfied complain of lack of time and poor library facilities, and I imagine that many of us suffer from the same afflictions. Others complain of the size of the classes, especially one teacher who finds it rather difficult to examine 85 notebooks, and at the same time teach the rest of his classes, comprising 125 pupils.

In a few cases complaint is made of the tendency of pupils to copy directly from the book without digesting the material, and to hand in any hasty piece of work in an attempt to satisfy the letter of the law. Only two teachers, however, consider that outside reading does not tend to interest the pupils in history, and a large majority speak very enthusiastically of the interest aroused in their pupils.

There seems, therefore, to be a general

satisfaction with the results, aside from the questions of time and library facilities. I fancy, however, that an inquiry into the time allowed history in the various schools would prove most interesting. It was impossible to judge from these reports with any degree of accuracy, but there seems to be a tendency in many schools to take up the history of several countries and periods, but to allow for each country so little time as to render it difficult to realize the possible benefits of a first-rate course in history. Would it not be better, instead of having a class four years from college toying with medieval and modern European history, to devote these periods to other subjects, and give your two upper classes more time for more mature courses? With this additional time in the lower classes, algebra, for example, could be finished by a sophomore high school class, and the periods could be devoted to history in the two upper classes. And are not two mature courses for your upper classes worth far more than three or four superficial courses of a limited nature?

The second topic, "Notebooks," was divided into two questions, the first being: "Do you approve of the requirement of a notebook?" An overwhelming majority express themselves in favor of a notebook requirement for reasons which are well summed up in the following reply: "A notebook gives definiteness of conception, opportunity for expression of individuality, and is a form of manual training, very valuable for some pupils who have very little other chance to obtain it."

Many of those who favor the notebook, however, refer to the danger of overdoing it, and declare that it should not become a fetish. The influence of college examinations upon our work is shown by the number of teachers who mention the value of a notebook in preparing for these examinations.

One teacher favors the notebook "if not too elaborate," saying: "For the College Board to require just so many pages read and reported, just so many maps, digests, etc., is asking too much of the average class which is not usually limited to college preparatory pupils." A rather interesting method is that of a teacher who answers, "Yes, but not in 'books.' I carry out another system of subjects on separate sheets, in envelopes alphabetically arranged, indexed and filled by subject. This gets away from chronological order and admits of constant addition, revision and cross reference work. The pupils have leather or linen cases to carry their notes and their kit."

Only four replies were really in the negative, and three of these conceded some value to notebooks. The fourth flatly declared them "a waste of time."

The last question was: "Do you give any systematic training in note taking?" Somewhat less than one-half answered in the negative, often complaining of lack of



time. The majority seem to give a great deal of training in note taking on special topics, outlines, and outside reading, but very few give any systematic training in taking lecture notes in class. The former training usually takes the form of explanations and suggestions both in class and out, drill on methods, and close examination of the pupil's notes.

The two most prominent cases of training in taking lecture notes are as follows: "In a five times per week class in the general course, one recitation per week is unprepared, and the teacher uses the hour for a formal talk, and upon this notes are required." And again (I give): "Most careful and systematic training. The first half of the first history year I teach by lectures, and I give careful directions as to the method of note taking, and close examinations of the individual lecture notes."

In looking over these reports, then, we find practically every teacher employing and favoring outside reading and notebooks. Differences there may be in the systems employed, but nearly every teacher seems to have a system and to be applying it vigorously to the work outside of text-books and class rooms. We see a decidedly inspiring tendency to treat history in its proper light, as a collection of problems, not as a statement of facts. And yet I must confess that, while admiring the intelligent and painstaking methods employed by the teachers of history, I found myself wondering whether, in our efforts to emphasize system and method, we were not in danger of neglecting the greatest of all gifts, namely, the personal influence of the teacher. I was reminded of that saying, attributed, I believe, to the late President Garfield: "There is more education to be obtained sitting on one end of a log with Mark Hopkins on the other end, than in any college in the country."

The discussion was continued by Principal Butterfield, of Dover, N. H.; Dr. Ellen S. Davison, of Bradford Academy; Miss Elsie D. Fairbanks, of Manchester, N. H., and a large number of other teachers, speaking of their actual experiences. Professor Ferguson, of Harvard University, stated that his experience in California and at Harvard led him to believe that a well-prepared notebook and a good examination book went together; but he cautioned teachers not to attempt more notebook work than could be carefully examined. Mr. Francis A. Smith, of the Girls' High School, Boston, was unable to fill his place on the program, but sent a brief statement advocating the use of prepared notebooks containing printed outlines, maps, suggestive questions, giving greater definiteness to the pupil's study and saving time for him and his teacher.

At a meeting of the Council Prof. William MacDonald, of Brown University, was elected to fill the vacancy caused by the resignation of Mr. A. C. Boyden.

## NOTES.

Mr. S. P. R. Chadwick, of Phillips Exeter Academy, will spend next year in study in Germany.

The summer meeting of the history section of the California Teachers' Association will be held at the University of California on July 15. The general topic for discussion will be the Peace Movement, and among the speakers will be President David Starr Jordan.

Dr. St. George L. Sioussat has been elected to the chair of history in Vanderbilt University, succeeding the late Dr. Moore.

At a recent meeting of the Inland Empire Teachers' Association, held in Spokane, Wash., a meeting of the history teachers of Eastern Washington was held for the purpose of considering the advisability of attempting the organization of a History Teachers' Association. The proposition met with a hearty response on the part of the teachers present and a committee was appointed to proceed with the organization and to arrange for another meeting to be held at the time and place of the next meeting of the Washington Educational Association. The committee is as follows: Professor Leroy F. Jackson, Washington State College, chairman; Professor C. S. Kingston, Cheney State Normal School; Professor W. L. Wallace, Spokane; Superintendent Charles Henry Palouse; Superintendent C. A. Sprague, Waitsburg.

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# Bibliography of History and Civics\*

Edited by a Committee of the North Central History Teachers' Association Composed of Wayland J. Chase, The University of Wisconsin, Chairman; Karl F. Geiser, Oberlin College; Laurence M. Larson, The University of Illinois; Clarence Perkins, Ohio State University. Assisted by Victoria A. Adams, Calumet High School, Chicago; Carl E. Pray, State Normal School, Milwaukee; William L. Westermann, The University of Wisconsin.

GARDNER, ERNEST A. *Six Greek Sculptors*. New York, Charles Scribner's Sons. Pp. xvi, 250. \$2.00.

Any book from the pen of Ernest A. Gardner, Professor of Archaeology in the University of London and formerly Director of the British School at Athens, is sure to be welcomed as a contribution to our knowledge of Greek art and life. This book, though written for the general reader, will appeal to scholars as it possesses the same high qualities that mark his "Handbook of Greek Art," and his "Ancient Athens." It will appeal especially to secondary teachers who have long felt the need of just such a book. Every chapter gives the latest conclusions of the ripest scholarship. This is done in a manner not at all pedantic or technical, so that the book is well adapted to the reference library of secondary schools.

Besides the studies of the six sculptors—Myron, Phidias, Polyclitus, Praxiteles, Skopas, and Lysippus—there are two introductory chapters on "Characteristics of Greek Sculpture" and "Early Masterpieces," with a concluding chapter on "Hellenistic Sculpture." In this way it forms a connected whole without following in detail the development of all Greek sculpture.

The illustrations, eighty-one full-page pictures, are well chosen and make it doubly useful to teachers. There is also a select bibliography. It cannot be recommended too highly.

Victoria A. Adams.

COMAN, KATHERINE. *The Industrial History of the United States*. New and Revised Edition. New York, The Macmillan Co. Pp. xvi, 461. \$1.60, net.

The earlier edition, which appeared in 1905, contained nearly 100 pages less than the present volume, a very large portion of which, therefore, is new material. This additional matter is variously distributed. In place of Chapter vii in the old, entitled, "Epoch of Expansion," there are in the new two chapters, vii and viii, entitled respectively, "Epoch of Expansion and Crisis of 1837," and "Territorial Expansion and the Revenue Tariffs." Another new chapter, the last one of the volume, is entitled "Conservation," and treats particularly of exploitation of natural resources, preventive legislation, reclamation, and the conservation movement. Another addition which renders the book more serviceable still for teachers is the 13 pages of "Suggestions to Teachers." The bibliography has participated duly in the revision, and though the number of excellent illustrations, 76, is the same in the new as in the old, these are not identical, as for some of those in the former edition others appropriate to the new material have been substituted. By these and other changes and additions this book, already recognized as of unique value, has been materially enriched and enlarged. It should be in every high school library.

Wayland J. Chase.

HILL, FREDERIC STANHOPE. *The Romance of the American Navy*. New York, G. P. Putnam's Sons. Pp. ix, 395. \$2.50.

In this book the author endeavors to cover the more brilliant and striking events in our naval history from the days of the Revolution to the late cruise of the battleship fleet around the world. Throughout the book there is a very interesting intermingling of the story of men and ships. One has a feeling that the ship has become a personality as well as the captain of the ship. Some of the early naval heroes of whom the ordinary histories give very meagre accounts are given enough attention to make them seem real characters instead of mere names.

Commodore Joshua Barney becomes a real hero of romance as well as a dealer of hard blows, but John Paul Jones seems to have almost eluded the search of the author.

In the account of the privateers during the War of 1812, practically no attention is paid to anything but their fighting and the value of the ships and cargoes they capture. Very little is said of their superior sailing qualities, of the character of the men who manned them or of their methods of operation.

In the ship duels of the War of 1812 little or no effort is made to account for the almost continuous American victories. The superior tactics of the Americans are not emphasized, the superior character of our ships due to better methods of construction than those used by the British, their consequent superior sailing and

fighting qualities and better-made guns, in addition to the greater intelligence of our crews, receive by no means adequate treatment. The writer states what the maneuvers were and what the result was, but not much more.

The part of the volume devoted to the War Between the States is very satisfactory. A very good selection is made of the topics to be discussed, and much more is given of the circumstances attending the events described. The author was himself an officer under Farragut at the capture of New Orleans and writes from first-hand knowledge. The battle of the Monitor and the Merrimac with its tremendous significance, is well handled, the destruction of the Albemarle and the Alabama given with marked detail, and the desperate battle of Mobile Bay described with great vividness.

The naval actions during the Spanish-American War are well described. The volume is fully illustrated, and very beautifully so, with forty-two portraits of men and ships, and copies of paintings of famous battle scenes.

No one can read it without being moved with a feeling of pride in the bold and hardy men of the American Navy, past and present, and the gallant ships they handled. It is a timely book in this day when our desire for peace is so strong that many forget that our only guarantee for peace will always lie in our ability immediately to defend our interests. The book will be very joyfully read by most high school boys.

Carl E. Pray.

SPEARS, JOHN R. *The Story of the American Merchant Marine*. New York, The Macmillan Company. Pp. 340. \$1.50.

This is a very interesting and instructive work in the field it covers. The author handles a very effective pen and has an eye for the picturesque and striking as well as for the solid statistics of trade. The earlier chapters on colonial commerce deal with the very beginning of trade, the fishing industry and shipbuilding. American smuggling, privateering and piracy in the colonial days take the story through the first four chapters. The skill and daring of the colonial merchants in the days when every merchant ship in the West Indian waters had to stand prepared to fight or run, or both, at any moment, make a story of great and moving interest.

During the period immediately following the Revolution, when our merchants had practically no treaty rights to trade with any European country, there began the first great movement of our traders to seek and obtain commerce in the Far East. The trade with China became most important and made this country's products known in the most distant marts of the world.

Mr. Spears devotes two chapters to our period of national humiliation, when England and France dictated our policy, captured our ships and impressed their crews at will. It is made very clear that England was imposing no new policy on the United States, but was simply following the course she had always pursued in regard to other nations; having obtained mastery of the world's commerce by means of hard fighting, she intended to keep it against any nation that interposed nothing but "soft answers" between her shipping and England's domination.

A chapter is given to the beginning of steam navigation, and although due credit is given to American inventors, it is made perfectly clear that we had to depend on England for skilled workmen, foreshadowing the day when the American merchant marine would not be able to compete with the steamships of Europe.

The work of the celebrated "clipper ships" is told somewhat in detail and very satisfactorily. No American can read the pages without a feeling of pride in the work of these magnificent ships and the intrepid men who managed them. It is a little surprising to read that the success of these ships was due almost entirely to the way they were handled, and not so much to the superiority of the ships.

The sad part of the story comes when the author describes how we, secure in our superiority in sailing, neglected to develop the steamboat and left the English to profit by our inventions until they could build and handle steamboats in a way which we have not been able to equal.



The book is ideal for high school reference work or for more advanced work, and is interesting for general reading. It is well illustrated with sixteen cuts of famous ships and captains.

Carl E. Pray.

PAXSON, FREDERIC LOGAN. *The Last American Frontier*. New York, The Macmillan Co. Pp. ix, 402. \$1.50.

This book by Professor Paxson forms a notable contribution to the history of that section long known as "The West," but now fast losing that distinguishing term as other sections of the United States have in their turn lost it. Heretofore there has been no book that could in any way give the high school or elementary college student, not to mention the great class of intelligent and well-informed readers, any adequate idea of what the western movement between the Mississippi River and the Pacific Ocean has been.

The chapters on the Santa Fé and Oregon trails are exceptionally interesting, showing in detail what the western movement was like in its commercial and pioneer aspects. The chapter on the Mormons is discriminating in its judgment of the difficulties that forced the Mormons to move to Utah, and is thoroughly appreciative of their struggles and successes in their new location.

The greatest interest of the book, however, lies in the study of the wholesale filling up of the West through the haphazard and spasmodic migrations of the people into the new country, due to the discovery of gold or silver in the different sections, and the efforts of the United States Government to maintain as a policy a permanent Indian country in the face of the recurrent stampedes of the population. As the story develops and one sees unfolding before his eyes the gigantic struggle of the pioneers against the forces of nature and against the Indian, driven to bay, he stands amazed at the grim courage and utter disregard of consequences displayed by men of but one generation past. "Pike's Peak or Bust," was a sentiment typical of the whole movement, and the bitter alternative was experienced too often to be a matter of comment in the West.

The government's ineffectual efforts to tame the Indian by letting him run wild and to keep the whites away from him while letting them ransack the Indian country for gold and appropriate whatever territory seemed to promise "pay dirt," are handled very impartially and with careful discrimination by the author, who shows clearly that the problem was one of such magnitude and complexity that there is no justification in any wholesale or off-hand condemnation of the nation for not solving the problem out of hand.

Professor Paxson has a way of fixing ideas in the mind of the reader by striking phrases summarizing or characterizing a situation in a few words. These may be found throughout the book as on page 89, when accounting for the frontier hostility to the Mormons he says, "Their political complexion was identical with their religion, a combination which always aroused resentment in America." On page 107, in speaking of the loss of territory that Mexico suffered at the hands of the United States he says, "None can doubt that Mexico here paid the penalty under that organic law of politics which forbids a nation to sit still when others are moving."

The book is very well illustrated from historical paintings and photographs of historical places and characters and contains six maps explanatory of the western movements.

It is especially fitted for high school and public libraries and will be eagerly read by every person who cares to know of the history of the West.

Carl E. Pray.

VILLARD, OSWALD GARRISON. *John Brown, 1800-1859. A Biography Fifty Years After*. Boston, The Houghton Mifflin Co. Pp. xiv, 738. \$5.00.

Respecting few men who have played a part in American history has there been so much diversity of opinion as concerning the subject of this biography. A glance at the long bibliography of this volume shows how extensively these doubts and convictions have expressed themselves in print, and thus of books on the subject there has been no lack. But none of them can rank with this in closeness of scrutiny, exhaustive presentation of material and judicial temper. There is no idolizing here and no shrinking from the recording of damaging facts. Nor, on the other hand, is there any failure to distinguish and label the heroic, mingled though it was with error and crime. For example, the chapter on "Murder on the Pottawatomie," closes with these words, "For John Brown no pleas can be made that will enable him to escape coming before the bar of historical judgment. There his wealth of self-sacrifice, and the nobility of his aims do not avail to prevent

a complete condemnation of his bloody crime at Pottawatomie, or a just penalty for his taking human life without warrant or authority. If he deserves to live in history, it is not because of his cruel, gruesome, reprehensible acts on the Pottawatomie, but in spite of them." And near the conclusion of the long narrative which seems not to have omitted any detail, the author declares this verdict: "John Brown is and must remain a great and lasting figure in American history. . . . His own country, while admitting his mistakes without undue palliation or excuse, will forever acknowledge the divine that was in him by the side of what was human and faulty, and blind and wrong."

The excellence of this biography has found recognition in many extended reviews of which that of John T. Morse, Jr., in the *Atlantic Monthly* for November, 1910, is especially noteworthy. He declared his judgment to be that "No narrative can ever be more full and accurate; no exposition of arguments and points of view more fair and even-minded. Mr. Villard has seized well a splendid opportunity and has written one of the great biographies of our literature."

Wayland J. Chase.

HISTORY MAKING. *The Story of a Great Nation*. Boston, The Chapple Publishing Co. Pp. v, 522. \$2.00.

There is presented here a somewhat miscellaneous group of thirty-four sections or chapters varying in length from three pages to more than twenty. Twenty-nine of these consist of explanatory statements of various officials of the United States Government about the work with which they are connected. Thus the directors and chiefs of bureaus, an ex-Justice of the Supreme Court, the chief of the secret service, a surgeon-general, members of the President's Cabinet, a commissioner-general of the land office, brigadier generals, members of Congress, the librarian of Congress, and others give accounts of the various divisions of the federal service. The following chapter titles are typical ones: Making Uncle Sam's Money, Secrets of the Secret Service, The Department of Justice, Uncle Sam's Land Office, How the United States Army is Fed, The Navy Department, The Federal Law, The Immigration Problem, Testing Foods, Story of a Paper Mail Bag. Some of the accounts are too brief or too general to be very informing; but for the most part they are instructive and of value as supplementary reading for pupils in civics. Following these comes a group of documents consisting of the Declaration of Independence, the Constitution, Washington's letter of 1783 to the Governors of the States, and the Articles of Confederation. The last 263 pages are devoted to an account of the geography, industries, products and history of each of the States, Territories and dependencies. Though geographies, cyclopedias and histories present most of this material, there is a considerable amount that is serviceable and not otherwise easily accessible.

Wayland J. Chase.

HOLM, ERICH. *Eugénie, Empress of the French*. Translated by George P. Upton. Chicago, A. C. McClurg & Co. Pp. 136. 50 cents, net.

This book is one of the recent numbers of a series of biographies entitled "Life Stories for Young People," translated from the German by George P. Upton. In fourteen short chapters the dramatic career of the Spanish adventuress is sketched in an interesting style well calculated to charm the reader. The author's tone is quite impartial. Naturally the emphasis is laid on social life of which Eugénie was the leader, and the descriptions of her varied activities are interesting. It is a fascinating story of how this ambitious grand-daughter of a Scotch wine merchant in Spain, by the power of her personal charm and the strength of her resolution, mounted to the throne of France, dazzled all Europe as the central figure of that most brilliant of courts, helped bring about the crushing defeat of France and the downfall of the Second Empire, and lived an exile in England for more than forty years, brooding over the loss of all she held dear, but still clinging to the hope of seeing a descendant of Napoleon on the throne of France. Though the events of the period are touched only incidentally in this book, it will be found useful for reports in connection with high school courses in modern history and should find a place in school libraries.

Clarence Perkins.

BEHM, BLANCHE. *A History of Some French Kings*. London, The Macmillan Company. Pp. 349. \$2.00, net.

As the preface states, this is children's history not intended to "instruct but amuse." "It is meant to make an impression, to awaken interest, and finally to stimulate to a more earnest study of the subject." The volume is divided into six divisions or "books," each divided into a number of short chapters. The first book is entitled, "The Universal Spider," and treats of the

career of the crafty King Louis XI, and the second, called "Francis Fair and Francis Foul," tells the story of King Francis the First. These fill half the volume. Then follow shorter "books" entitled "The Brothers," "Coligny! Hero!" "The Three Henries," and "The Soldier of Fortune," telling the story of the wars of religion, including the reign of Henry IV. All is written in a spirited style, in short, crisp sentences which carry the story rapidly forward in a way to charm boys of fourteen or fifteen. The emphasis is laid on military history, but considerable politics and diplomacy are interspersed, and at the end of each book is a list of "the pegs," events in chronological order with a few significant dates. The tone of the latter half of the volume is aggressively Protestant; Coligny and Henry of Navarre are heroes, the Guises and Catherine de Medici are villains of the deepest dye. As history the book has not great merit, but it is certain to interest boys and may well stimulate them to more serious historical study. It may be effectively used for special reports and is a good book for supplementary reading in schools.

Clarence Perkins.

**HARNACK, ADOLPH.** *Monasticism: Its Ideals and History and The Confessions of St. Augustine.* Two lectures translated into English by E. E. Kellett and F. H. Marseille. New York, G. P. Putnam's Sons. Pp. 171. \$1.50.

Of the two distinct lectures included in this volume the former occupies two-thirds the space, and will prove of greater general interest. Doctor Harnack starts with a very illuminating exposition of the influence of paganism on the ideals and character of the early Christians and their ecclesiastical organization. He shows how finally "the church proved unable to maintain even her abated claims on the moral life of individuals," and often was obliged to be content with "a mere external obedience to her institutions and forms of worship," and that at the beginning of the fourth century began a greater increase in the number of ascetics who fled from the world and the worldliness in the church, yet "not from the church." He interprets the causes of the rise of monasticism and the ideals of the monks of the Greek Church, and then goes on to trace the development of monasticism and monastic ideals in the West where "monasticism had a real history and made history, secular and religious alike," till the sixteenth century, with a resumé of present day monasticism.

In the second essay the author first shows what a wide influence Augustine has had on the culture of the Renaissance and the Reformation, and on the essential religious ideas even of to-day. The greater part of the essay is then devoted to a description or resumé of the book which Augustine wrote at the age of forty-six, "when he felt impelled to give to himself and to the world, in the form of a confession to God, an account of his life down to his baptism at Milan," twelve years before. In spite of the most deep-seated differences, Dr. Harnack can compare it to no other book except Goethe's *Faust*, which he does at frequent intervals.

Both the lectures will prove very interesting and valuable to the philosophically inclined, and high school history teachers will find that on monasticism worthy of careful reading. They are not, however, adapted to most high school students.

Clarence Perkins.

**SCHMIDT, FERDINAND.** *Charlemagne.* Translated by George P. Upton. Chicago, A. C. McClurg & Co. Pp. 101. 50 cents, net.

This little volume of the "Life Stories for Young People" Series is an excellent brief account of the life and work of Charlemagne, with a resumé of Frankish history before his time. It makes no pretensions to deep scholarship, and perhaps does not give sufficient space to the peaceful exploits of the great Charles, but it includes matter drawn from a variety of original sources and is written in a simple and interesting style. It will be found very suitable for use by pupils in the grades and the earlier years of the high school.

Clarence Perkins.

**HASSALL, ARTHUR.** *European History Chronologically Arranged.* 476-1910. New York, The Macmillan Company. Pp. ix, 419. \$1.00, net.

This volume is a third edition of the work first published in 1897, and includes the chief events in European history to 1909. The bulk of the volume consists of summaries of events in four parallel columns. The first column occupying two-thirds of the left page deals with Germany, including Austria-Hungary, the second column covering one-third of the left page deals with Eastern and Southern Europe, the third on a third of the right page is devoted to English History, and the fourth column covering the remaining two-thirds of the page is devoted to French History. The space is fairly well apportioned to the different periods, the

first 111 pages being devoted to the period up to 1500 AD., pages 112-271 cover the sixteenth, seventeenth, and eighteenth centuries, leaving 124 pages for the nineteenth century and the early years of the twentieth. The remaining pages of the work are devoted to eleven "Summaries," such as the causes of the Hundred Years' War, the Causes of the Spanish Succession War, etc., and to genealogies and lists of the sovereigns of fourteen countries with their dates. Many other genealogies are incorporated with the earlier pages of the book and the table of contents gives a complete list of them with references to the exact page where they are to be found.

The difficulty of compiling such a book with absolute accuracy is, of course, stupendous and the author seems to have done his work well. Occasional lapses from the historical present to the past tense are blemishes. In some places it seems that the width of the columns might have been varied to accommodate the greater bulk of material on England and Eastern and Southern Europe, to whose history the narrow columns are devoted. Even items on the History of the United States appear in this column headed "Eastern and Southern Europe," which serves as a receptacle for whatever can be inserted nowhere else.

The book will doubtless prove a very useful reference work for high school and public libraries.

Clarence Perkins.

**WURDIG, L.** *Prince Eugene, The Noble Knight.* Translated by George P. Upton. Chicago, A. C. McClurg & Co. Pp. 145. 50 cents, net.

This number of the "Life Stories" Series cannot be commended so highly as the *Life of Charlemagne*. The book deals with events of much less relative importance in the high school history course, and, while not wholly interesting, this life of Prince Eugene of Savoy, surveys his career so rapidly as to leave too few sharply distinct impressions. It is devoted, of course, to military history, but this is not told in a masterly style. Facts jostle one another too thickly and the strategy is not made clear. The author continually goes out of his way to say unpleasant things about the French and laud the Austrians, a bias perhaps not unnatural, but one which does not add to the value of the book for American readers. It will not be of value for high school reference work.

Clarence Perkins.

**GILLIAT, EDWARD.** *"Heroes of the Elizabethan Age."* Philadelphia, J. B. Lippincott Co. Pp. 336. \$1.50.

In this volume Mr. Gilliat has given us a series of sketches of the men who helped to make history (especially on the seas and beyond) in the Elizabethan period. Among the "heroes" whose careers are outlined are such well known "men of action" as John Hawkins, Frobisher, Humphrey Gilbert, Lord Howard, Grenville, John Davis, Drake, and Raleigh; but the author has also included George Clifford, "the champion of the tilt-yard;" Richard Hawkins, "seaman and geographer," and Philip Sidney. John Smith and Henry Hudson are also counted among the Elizabethans, though their achievements belong more properly to the Stuart period. A chapter is devoted to the career of each "hero," except Drake and Raleigh, whose deeds are recorded at greater length. The author writes with vigor and enthusiasm, and tells a series of stirring tales that cannot fail to interest and inform young readers for whom the work is probably intended.

Laurence M. Larson.

**HOLE, REV. CHARLES.** *"A Manual of English Church History."* London and New York, Longmans, Green & Co. Pp. vi, 494. \$1.25.

Teachers who desire to get a closer view of church movements in England than is possible from political histories will find parts of Hole's Manual very useful and informing. The author knew his sources and loved his task; on many points he expresses original views. In some respects, however, the work is disappointing. The view-point is confessedly Anglican of the low church type; the author's bias is often so strong as to render his treatment slightly unscientific. The work is not an English church history, as it claims to be; it is a history of the Church of England; dissent is ignored whenever possible. To the medieval church the reverend author does scant justice; he is brief, unsympathetic, and not always accurate; it should be said, however, that he died before his work was revised or even completed. The treatment of the church during the last two centuries is sketchy and unsatisfactory. The value of the work lies in the author's extended and careful account of the Anglican revolt from Rome and the reorganization of the church under Elizabeth; more than one-third of the history is devoted to the sixteenth century.

Laurence M. Larson.



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- Farrand, Max, Editor. The Record of the Federal Convention of 1787. 3 vols. New Haven, Conn.: Yale Univ. \$15.00.
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- Williams, Hugh N. Henry II [King of France], His Court and Times. Scribner. 379 pp. \$3.75 net.

**Miscellaneous.**

- Fish, Carl Russell. Relations of Archaeology and History. Madison, Wis.: State Hist. Soc., Wis. 146-152 pp. 15 cents.
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- gust 1, 1748, to April 9, 1749. Boston: S. A. Green. 23 pp. 35 cents.
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